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ABSTRACT

Students at Little Saskatchewan School (Manitoba, Canada) are not being adequately prepared for the future by their school, family, or community. While students in the lower grades perform adequately, the 1986 achievement of 9th graders fell to the bottom 10% of all Canadian students. While 90% of all Manitoba's students complete high school, Little Saskatchewan Reserve has had only one high school graduate in recent years. Until now, the very high dropout rate has not been a problem, but future high unemployment among the community's young people will burden the community's already limited economic base. Although student achievement is higher than in other Indian schools and similar to that in provincial schools, it is substantially lower than that in suburban schools--and average is not good enough. Strengthening the quality of basic education--especially in the higher grades--is the highest priority, with an emphasis on academic achievement. There is an urgent need for economic awareness and vocational counseling, as well as for more training in learning skills. The need for Saulteaux culture awareness and music, art, and drama education could be met through the use of volunteers. Parents and community play critical roles in education and must be involved in the educational process. (JMM)

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EDUCATION PAYS

*I shall grab the instruments
of the white man's success--his
education, his skills. With these new tools
I shall build my race into the proudest
segment of your society. I shall see our
young braves and our chiefs sitting in
the houses of law and government, ruling
and being ruled by the knowledge and
freedoms of our great land.*

Chief Dan George, 1974

Education pays. According to a recent Royal Bank report, most people with post-secondary education in Canada have jobs, whereas sixty per cent of those who are illiterate are chronically unemployed. The most attractive jobs go to the best educated people. Higher salaries and incomes accompany higher levels of education and skill: for example, the average annual income of lawyers is three times as much as that of factory workers or farmers; of teachers, twice as much.

Education pays everyone, not

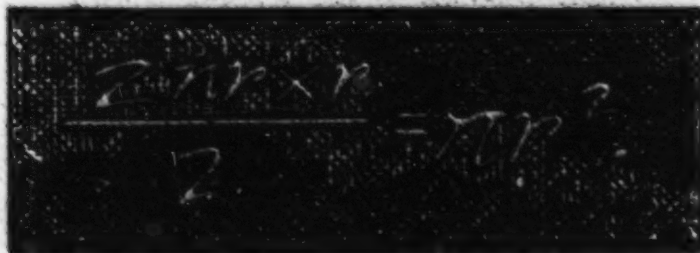
just those who want to be doctors, lawyers or teachers. Many people enjoy farming, fishing or working with their hands. The farmer who wishes to earn a good living needs to be familiar with the most recent and effective agricultural practices; today's fisherman could benefit from knowing about aquaculture; and the up to date mechanic needs to be familiar with computers as well as with wrenches and screw-drivers.

Education means self-sufficiency and independence as well as work and income. The person

who is illiterate or unskilled not only has a very difficult time finding work, but also can be quite powerless: people who are illiterate have no access to information that affects them, no skills for keeping up to date with new developments related to their work.

Education also enriches a community and passes on the culture of its people. It fosters feelings of pride and self-confidence, as well as a spirit of cooperation, and helps to ensure that people have the knowledge and skills to manage their own affairs.

THINKING ABOUT THE FUTURE: EDUCATION, WORK AND COMMUNITY



Each year about 15,000 students begin school in Manitoba. A few students, about three per cent, have special learning needs—for example, they may be deaf, blind or learn more slowly than other students. Another seven per cent or so experience academic difficulty in elementary or junior high school and are held back one or more years. But the largest number progresses steadily through grade nine.

Students then enrol in high school where they take academic, general, vocational, industrial and other courses. Many students in rural and northern Manitoba find it necessary to go to school in communities away from home. A few will fail subjects or drop out of school, but here again the numbers are relatively small. Ninety per cent of those students who start high school complete it.

Twenty-five per cent of the students who finish high school in the province enrol in university or community college. Their future, if they are successful in their training, seems assured.

The other seventy five per cent try to find work. Those who live in cities are more likely than others to find work close to home. Today, many high school graduates have difficulty finding good jobs: for some, the only work available pays minimum wages. They can only hope that the experience they get will help them to obtain a better job later.

The experience of students in Little Saskatchewan seems different. While students complete elementary school in the usual way, they begin experiencing difficulty in the junior high school—in 1986, for example, the achievement of the grade nine students in the school fell in the bottom ten per cent of all Canadian students.

Despite these difficulties in past years, students have gone on to high school in Fairford, Teulon or other centers. Invariably they have dropped out, usually to return home. Little Saskatchewan has had only one high school graduate in recent years.

To this time, the exceptionally high drop out rate has not been a major problem for the community. At home, the students who have dropped out work for their parents or are employed by the Band or Indian Affairs.

But Little Saskatchewan is a small community with a limited economic base in agriculture and fishing; farms and ranches are small and will not support many more families; the capacity of the lake to support commercial fishing is limited and quotas, which are being reduced in other parts of Manitoba, could go down here as well. The surrounding area offers some opportunities for band economic development, but these are few and off-reserve.

There are, of course, many jobs now available to people from the community--in education, Band administration, or health and family services. But most of these jobs are held by young adults; since they are not likely to retire for many years, there are few jobs for those young people who are looking for work. The budget of Indian and Northern Affairs Canada is shrinking; this means that funds for Band employment programs will be limited in the future.

Of course, no one can really predict the future. Will the community continue to develop and provide opportunities for employment at home? What will happen if the community's young people can't find work?

These are questions for education as well as the community. Is the school system preparing students for life and work, for independence and self-sufficiency? Will it help the people of Little Saskatchewan to build the kind of community they want for their children?



EDUCATION IN LITTLE SASKATCHEWAN SCHOOL: SOME FACTS

86% of the adults in Little Saskatchewan who were interviewed are satisfied with the school, as well as pleased with parent-teacher communications.

80% of the adults in Little Saskatchewan who were interviewed think the school is better now than when they attended.

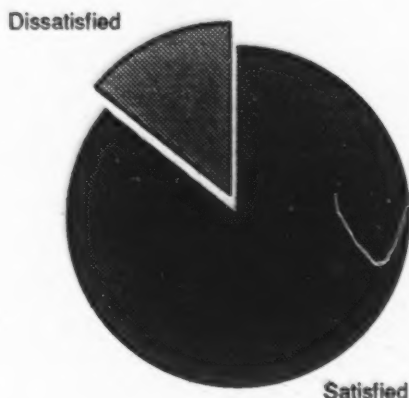
All adults in the community believe that Saulteaux should be taught in the school.

84 students attend Little Saskatchewan School from nursery to grade 9. This number is not likely to change much over the next five years.

Attendance in Little Saskatchewan School averages 81.9% a year. Average attendance rates in provincial schools exceed 90%.

Little Saskatchewan School has had only one high school graduate in recent years.

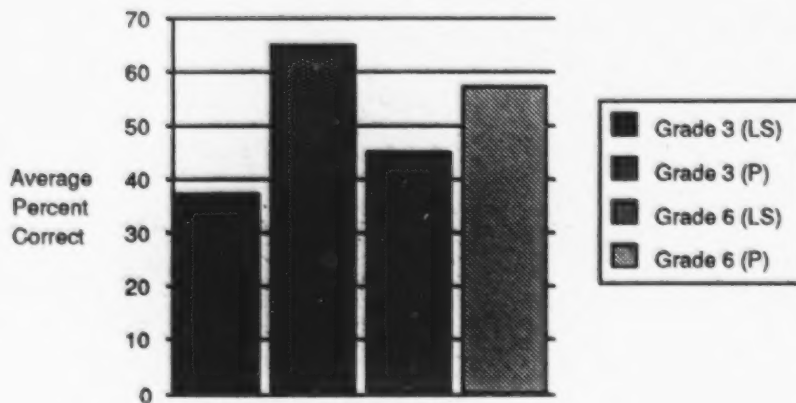
Parent Satisfaction With Little Saskatchewan School



Parents Who Believe The School Is Better Than Before

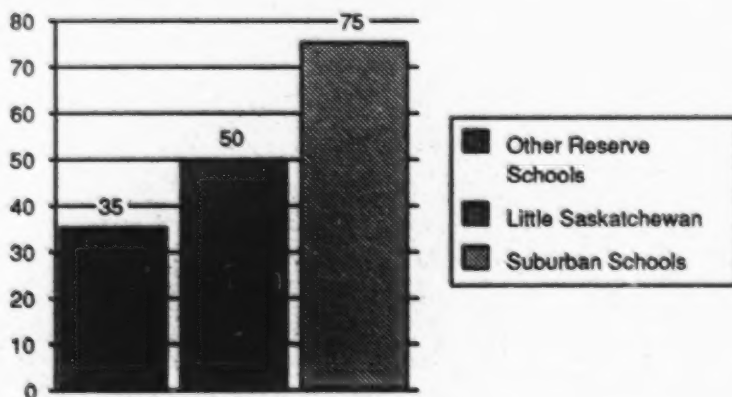


Manitoba Provincial Science
Assessment Results, 1986



Little Saskatchewan (LS) and Provincial (P) Results

Percentage of Students Whose
Achievement Is At Or Above National
Norms, Grades 4-6



On the 1985 Provincial Assessment Test in Reading, on the cloze passage, grade nine students got an average of 43% correct. Grade six students got an average of 54% correct. These were the same as the average for the province. A "cloze passage" is a specific kind of reading test, perhaps the most difficult. A score of 40% or better indicates that students can read the material, although some teacher assistance may be needed.

On the Canadian Test of Basic Skills in reading comprehension and mathematics problem-solving, students in Little Saskatchewan do better than students in other Indian communities, are at about the average for the province, but do not do as well as students in the suburbs of Winnipeg. In grades four through six, half of the students were at or above national norms for their grade; in other Indian schools, few students at these grades have satisfactory levels of achievement; in the suburbs, seventy-five per cent are above national norms.

On the 1986 Provincial Science Assessment, students in Little Saskatchewan School scored well below the provincial average.

4% of the students in Little Saskatchewan school are one or more years behind the correct grade for their age. In the provincial system, 7% of all students are age-grade decelerated.

Little Saskatchewan School employs four teachers, a teaching principal, a half-time special education teacher, a home-school coordinator and two teacher aides, giving an adult to student ratio of 1 to 10. In the provincial school system the adult to student ratio is about 1 to 17.

EDUCATION IN LITTLE SASKATCHEWAN SCHOOL: AN APPRAISAL

Many parents have received report cards which show their children doing well in some subjects but poorly in others. The fact that children do well in some subjects is a sign that they have ability and that they are interested, receive effective teaching or work hard at those subjects. It is also an indication that, if they apply themselves, they can do well in almost all subjects.

We view Little Saskatchewan School in much the same way. It is a pleasant and orderly place, the friendliness and positive attitudes of teachers and students being very noticeable. It has strengths and weaknesses. It has improved a great deal in recent years we have been told, but we believe that more improvements are required. And it is because it has improved in recent years that we feel it has the potential for still further improvement, given effective leadership, hard work, and community and parent support.

Achievement in grades one through six in Little Saskatchewan School is a good deal better than that in other Indian schools we have evaluated in recent years. The reading, mathematics and composite scores of Little Saskatchewan students on the Canadian Test of Basic Skills are significantly higher than in other reserve schools. In fact, except in science achievement levels in Little Saskatchewan School seem to be about at the average for provincial schools.

Is Average Good Enough?

Even so, achievement at these levels may not be as high as it could or should be, for we wonder whether to be average is good enough. As we showed on the previous page, achievement in Little Saskatchewan School falls below that in schools in suburban Winnipeg. This is a philosophical question. If the objective is educational excellence, then being average is to fall short of that objective. This is not a matter for us to decide, although we believe that all schools, whether in suburban school divisions or on reserves, should strive for excellence in education.

Strengthening The Junior High Grades

The level which troubles us the most is the junior high grades. In the past, achievements at this level have been lower than in the earlier grades. This year, achievement information is mixed, with the provincial assessment tests showing average performance, and the Canadian Test of Basic Skills showing that students fall in the bottom twenty per cent or so of all students in Canada; we do not know which picture is the accurate one. We are also very aware that only one student from Little Saskatchewan School has gone on to successfully complete high school in recent years, a fact which we find very disturbing.

We have been told that the situation at this level has improved a good deal this year, with the new grade seven to nine teacher--many adults mentioned in our interviews that the new teacher is much better than the previous one. Yet we wonder whether student difficulties at this level can be traced only to the ineffectiveness of the previous teacher.

It is possible that some students were not fully prepared for success in junior high grades. Certainly those students whose work was below average in the elementary grades would have difficulties in the junior high grades if they did not receive special instruction.

It is also possible that their lack of success in school can be linked to not knowing what they want to do when they become adults and what education, if any, they will need to reach their employment and career goals. At this age, all students begin to think about their futures and what occupations interest them. Are students in Little Saskatchewan aware of the range of career possibilities and the educational requirements for them? Do students in Little Saskatchewan choose careers for which they require little formal education, reducing in turn their desires for educational success? Do they receive the information and the support they need from teachers and parents in making career decisions?

Little Saskatchewan School

Progress Report

Evaluation Codes

A Excellent B Above Average C Average D Below Expected Level

E Needs Special Attention

Notes

Community satisfaction	A	A strong feeling that the school is better than it used to be.
Student progress, K-6	B, C, D	Above average compared to other Indian Schools; average in comparison to provincial schools. Science needs improvement
Student progress, 7-9	D, E	There is much room for improvement.
Student progress, 10-12	D, E	Students are not successful when they attend high school elsewhere.
Staff and student attitudes	A	A key strength of the school. Very cooperative and willing teachers. Friendly students.
Library	E	Could be better supplied and better used.

Comments

This report shows mixed results, but is intended to emphasize both recent progress and the need for further improvement.

Parents are supportive of the school and would welcome further improvements. This support should be utilized in improving attendance, raising achievement levels, and introducing new programs.

There were a few other things about the school that struck us. We will not discuss them later, but feel it is necessary to note them:

- the library of the school is inadequate, but the books which are there are not well used by teachers and students in the school
- storage facilities in the school are inadequate. Until the new school is built, some arrangements need to be made to make better use of existing space. This will do much to improve the general clutter and messiness of the general office and staff room
- the level of cleanliness in some parts of the school is below standard.

TOWARD A PLAN FOR THE FUTURE: EDUCATION 2000

During the our study of education in Little Saskatchewan School, many things occurred to us or were mentioned as possible priorities for further development:

- improving achievement in reading and mathematics
- introducing instruction in Saulteaux into the school
- developing a broader in-school and extracurricular program which would include music, drama and crafts
- constructing a new storage area for the school
- improving the organizational

efficiency of the school

- purchasing more computers for the school
- establishing a summer cultural camp for the community
- providing improved professional development for teachers
- involving paid community workers in the school.

Most of these things are worthwhile and, no doubt, would make a contribution to the school and the community.

Sadly, though, it will not be possible to do all these things, because of a problem with

resources. Financial restraint will be with all Canadians for the foreseeable future. The people of Little Saskatchewan are no exception. The people will not get everything they ask for. This is disappointing but true. This also means that, since people will not get everything they propose, the people of Little Saskatchewan will have to be very clear about their own priorities, about what they must do, what they can do on their own, and what they can do only if additional resources are made available.

What Must Be Done?

In our opinion, the most impor-



tant priority is strengthening the quality of basic education in the school, especially in the later grades. The level of student achievement, although better than in other Indian schools, can still be improved. No one in the community, and especially not the students, benefits if they leave Little Saskatchewan School unlikely to succeed in high school, or post-secondary education. We can think of no better way to emphasize this than to remind people that the school has had only one high school graduate in recent years.

What New Programs Can Be Introduced With Existing Resources Or Volunteers?

Not everything that needs to be done requires extra resources or the approval of Indian and Northern Affairs.

We believe there is an urgent need for a program of economic awareness and vocational counselling in Little Saskatchewan School. We do not believe that an extra teacher is required for this. The people of the community are better aware than any others of the economic potential of the area--what jobs might be available, what long-term employment opportunities exist, and so on. We also believe that students are best helped to make career choices by the people who know them best--their parents and their classroom teachers.

In addition, many of the people of Little Saskatchewan have special talents, and many are willing to give their time freely for the benefit of young people and the community as a whole. The best example of this is the community's hockey teams

which were started by interested adult volunteers. Every community, Indian and non-Indian has and needs these volunteers. Every community, Indian and non-Indian, has already many of the resources it needs to help itself.



We suggest that the following be developed and offered in the school through interested adult volunteers, to enrich the programs of the school:

- Saulteaux language, culture, history and crafts
- music education, and extra-curricular activities in drama and art.

What Can Be Done In Cooperation With Other Bands To Offer New Services, But At Reasonable Cost?

The Little Saskatchewan Reserve is a member of the Interlake Tribal Division for Schools. The Division was created to serve the Indian people of the region and to support the educational efforts of its member Bands, especially those which are small and lack the resources to provide a full range of services for themselves. Little Saskatchewan is

one of the smallest.

We suggest that the ITDS arrange for trailers to move from community to community to offer appropriate courses in Industrial Arts and Home Economics to junior high students. If this idea is unacceptable, we recommend that negotiations begin with Fairford officials to bus Little Saskatchewan students in grades seven to nine to Stedman School for instruction in Home Economics and Industrial Arts.

We also suggest that the community, in cooperation with other Saulteaux communities in the area, organize a summer cultural camp for students as well as interested adults. This camp could be a week or two long and offer instruction in the culture and traditional skills of the Saulteaux people.

What Is Needed That Cannot Be Done Within Existing Resources And In What Order Of Priority?

Little Saskatchewan School has many needs; the people of the community have many things they would like to have. These include: an improved school library; computers for instructional use; a new store room for the school; and a new school. All of these things can be justified in some way, and doing all of them would enhance the school, improve the community, or bring employment for a period of time.

Since it is not likely that funds will be made available for all of these things, priorities will have to be set. We recommend that the above projects be prioritized in the order listed.

WHAT NEEDS TO BE DONE IN THE SCHOOL

In our opinion, concern for the academic and vocational success of junior high students, grades seven to nine, should be the primary focus of improvement efforts in Little Saskatchewan School. In this section we deal with what the principal, teachers, and aides can do. In the next two sections of this report we concentrate on ways parents can help and the role of the community.

We believe that success in the junior high grades begins in elementary school: for this reason our first recommendation deals with an emphasis on achievement for all students in the school. We also recognise that some of the students who are presently in junior high grades have some accumulated difficulties with their school subjects: therefore we will recommend a special program of learning skills for them. We know that parents are concerned about the future of their children and have expressed a willingness to become involved: thus we recommend a new approach to reporting to parents which involves them in the educational process. Finally, we sense that most students are most concerned about what kinds of jobs will be available to them when they finish school: therefore we deal with a program of economic awareness and vocational counselling which involves classroom teachers, the home school coordinator and parents working together.

Emphasis On Academic Achievement At All Levels

To increase academic achievement the principal and staff of the school should undertake a carefully designed and implemented program of school improvement. We believe that the following elements are most important:

- identify the essential knowledge and skills in reading and mathematics that students should master before promotion to the next grade. This basic list should form part of a students' file, and be used by teachers in planning programs for individual students as students move from one grade to the next

- results of achievement tests (the Manitoba Provincial Assessment Tests and the Canadian Test of Basic Skills) should be used to assess the effectiveness of the school's program on an ongoing basis. There is little point in giving the tests if the results are not used to plan instruction. A program of in-service education for the staff in this area is essential. This program should be conducted during the current school year so that the results of the Canadian Test of Basic Skills, which will be administered again in May, will be used in planning for the Fall of 1987

- consider the possibility of some subject exchanges between the grades 6-7 and 8-9 teachers, with a view to strengthening the school's science program. At the present time, science equipment seems to be scattered throughout the school

- develop a long term plan for enhancing the quality of teaching in the school. One aspect of this will be in-service education for teachers on the most effective approaches to instruction in language and mathematics (Project TEACH which is available for a fee through The Manitoba Teachers' Society is an excellent possibility). Another aspect will be developing a method of teacher evaluation that is based on identifying strengths and weaknesses and overcoming weaknesses. The staff should be asked to evaluate the principal using a similar model

- develop a three year financial plan for the school, including upgrading its equipment and supplies. Budget restraints will make growth difficult, but developing sensible plans for new programs and strengthening existing programs will require some new funds and careful planning.

Training in Learning Skills

Some students who have difficulty in school have problems because they have not been taught how to learn or because they have given up. One of the skills of an effective teacher is teaching students how to learn; another skill is teaching students to have self-confidence in their ability to learn. Not all

teachers can do these things because they were not trained to do them.

Several very useful programs have been developed and are now available to teachers. One from the University of Kansas has been introduced into Manitoba by a group of school divisions in the south eastern part of the province. The program emphasizes learning strategies, thinking skills, note taking skills, study and homework skills, time management skills, and self-discipline skills for students. Information about the program can be obtained from Alex Sewchuck, principal of Whitemouth School. The program emphasizes the professional development of teachers and is highly successful with students who are experiencing learning difficulties in the junior high grades.

Parent Involvement

Our community survey indicated a very high degree of community and parent satisfaction with the school. Such high praise should be seen as an resource with which to build greater parent involvement in the education of their children.

In most schools in Manitoba, parents receive progress reports on the work of their children two or three times a year. In between these reports, few parents and teachers have contact with each other, often with the result that problems don't come to the attention of parents until two or three months after they were first noticed. The emphasis needs to change from one of periodic reporting to ongoing parent involvement in education.

Our community survey suggested that many parents would favor this change. Over half expressed a desire for more home visits by teachers, and a third said they would be willing to go to the school more often, both to discuss the progress of their children and to volunteer in school activities. For these reasons we suggest that:

- the principal and staff meet with parents individually to discuss parents' interests in volunteer work in the school, and then develop an appropriate plan and schedule of activities
- the principal and staff commence a policy of making contacts with parents once every six weeks. This could include telephone contacts and home visits if requested by parents, in addition to the three progress reports they now make to parents each year.

Finally, we noticed that the School's report form includes mention of some subjects which are not taught in the school. This should be corrected for the coming school year.

Economic Awareness and Vocational Counselling

When they reach the junior high grades students begin to think seriously about their futures, the kind of jobs they would like to have, and the educational requirements of those jobs. Making good choices can be difficult: students in small communities are often unaware of the wide range of occupations that exist; some of the occupations that interest them might take them away from home; or they may be interested in a certain career but lack the confidence to pursue it.

Because of these difficulties students need support, not just career information from their parents and teachers, as well as the home school coordinator. We have three suggestions:

- students in the junior high grades should attend the career symposium that is sponsored by Manitoba Education each year
- the reporting to parents of junior high students should include attention to career counselling
- the junior high program should include a regular vocational counselling period which parents are invited to attend. The program might be organized around monthly themes (for example, careers in health or employment opportunities for secretaries) and provide about thirty minutes instruction a day, with a week organized as follows:

Monday	Carry out the theme
Tuesday	Decision making skills
Wednesday	Academic and vocational guidance and parent visits
Thursday	Tutorials for students
Friday	Guest speakers

This recommendation will have to be implemented carefully so as to avoid taking too much time away from other subjects. The home-school coordinator will need to work closely with the teacher, who may need special support for the initial design of the program; a summer development contract might be a suitable way to do this. Finally, parts of this program can be linked to the work on learning skills described above.

WAYS PARENTS CAN HELP

Parents are the first and the most important educators of children. The more they want from education, the more they need to do themselves to support what happens in school.

Parents play critical roles in the educational process, if only because the attitudes that children learn in families have an influence on what happens in schools and what can be accomplished in classrooms. Simply put, some children come to school more likely to succeed educationally than others.

What do parents whose children are educationally successful do? The following are some of these things.

Communicate The Value Of Education

Parents teach children the value of education, that it pays! It brings social and economic benefits to individuals, cultural benefits to communities. Children become motivated to succeed in school when they believe that educational success will help them to get a better job or lead a better life.

Develop Good Habits

All parents know about the importance of attendance and discipline--children will not do well in school if they attend infrequently or behave badly when they are there.

But parents do other things too--for example, they teach children to accept responsibility, to carry through and complete tasks, to exercise self-control, to show sensitivity to other persons, to respect the property of others, to enjoy making and accomplishing things, to pay attention. These habits are useful throughout life, in adulthood as well as in schools.

Early Reading

Children who learn to read easily in school come

from homes in which adults read and in which there are plenty of books, magazines and newspapers. Everybody--including parents, brothers, sisters, and grandparents--reads, encourages reading and makes time for it.

Children who read well have parents who, for example:

- read aloud to them
- talk to them about their ideas and experiences
- take them places
- take an interest in their reading progress
- have a time when children read to them
- visit teachers and classrooms once in a while.





Learning Difficulties

Almost all children have difficulty in school at one time or another. A few children learn more slowly than others, or have handicaps which make learning difficult or going to school a chore. These occasional difficulties, and differences among children, are normal.

When problems occur, the best way to deal with them is in partnership between the parent and the teacher, the home and the school. Sometimes a resource teacher needs to be added to the team, if neither the parents nor the teacher have the special skills needed to educate some children.

If this partnership is to work for the benefit of children and their education, the relationships between teachers and parents need to be open. If a parent feels a child is having undue difficulty in learning, the school should be contacted immediately; similarly, if a teacher feels a child needs special assistance at home, the parents should be contacted at once. Our earlier suggestions about ongoing reporting to parents, and more frequent home visits, should help to make this possible.

Behavior

Some behavior problems are inevitable. Students sometimes want to miss school; some nights TV is

more interesting than homework. As long as these are infrequent occurrences and are dealt with promptly, they will not present a problem. But children need to learn that school work is more important than television, or that a day in school is valuable to them even when it is sunny outside.

Parents can help their children to learn these things by, for example:

- insisting upon attendance, and refusing to keep children home from school unless it is *really* necessary
- praising their school work
- requiring that homework or studying be done for a brief period each school night and turning off the television or radio during study time
- staying involved and interested in their children's work, even as they pass into the higher grades
- discussing problems before they become serious and, if necessary, seeking the help of teachers.

Being A Volunteer

Sometimes parents seem to teach their children, "Do as I say, not as I do." This lesson is never as effective as the one which says, "Do as I do." This is why children who enjoy reading often have parents who read, why children who enjoy farming have parents who enjoy farming. Parents who volunteer to work in the school demonstrate to their children that they really care about education.



THE ROLE OF THE COMMUNITY

Although we have not discussed it at length it is clear that the community has an important role to play in the educational process. This is because education takes place in the whole community, not just in school.

If students are bored, perhaps the community does not give them enough to do. If students are losing their language, perhaps Saulteaux is not used enough in community affairs or in the home.

Expect Results

All adults, parents or not, are educators of the young. This means that all adults in the community should set a good example, encourage attendance, or involve themselves with young people in leading special programs.

The Chief and Council, as the elected leaders of the community, may be able to make some special contributions, for example:

- inviting senior grades to attend a Council meeting and watch its deliberations
- offering to mount a bulletin board in the Band office or restaurant and invite teachers to display the best work of students
- providing special "Council Awards" for achievement and attendance
- offering to speak at a school assembly and encouraging students to be successful in their school work.



Special Programs

One excellent example of a special program in the community is its hockey team. Are there other people in the community who could be encouraged to bring their special

knowledge to young people?

Some examples might be:

- a person to teach basket making, beadwork and other traditional crafts in school
- someone to teach Saulteaux language and history.

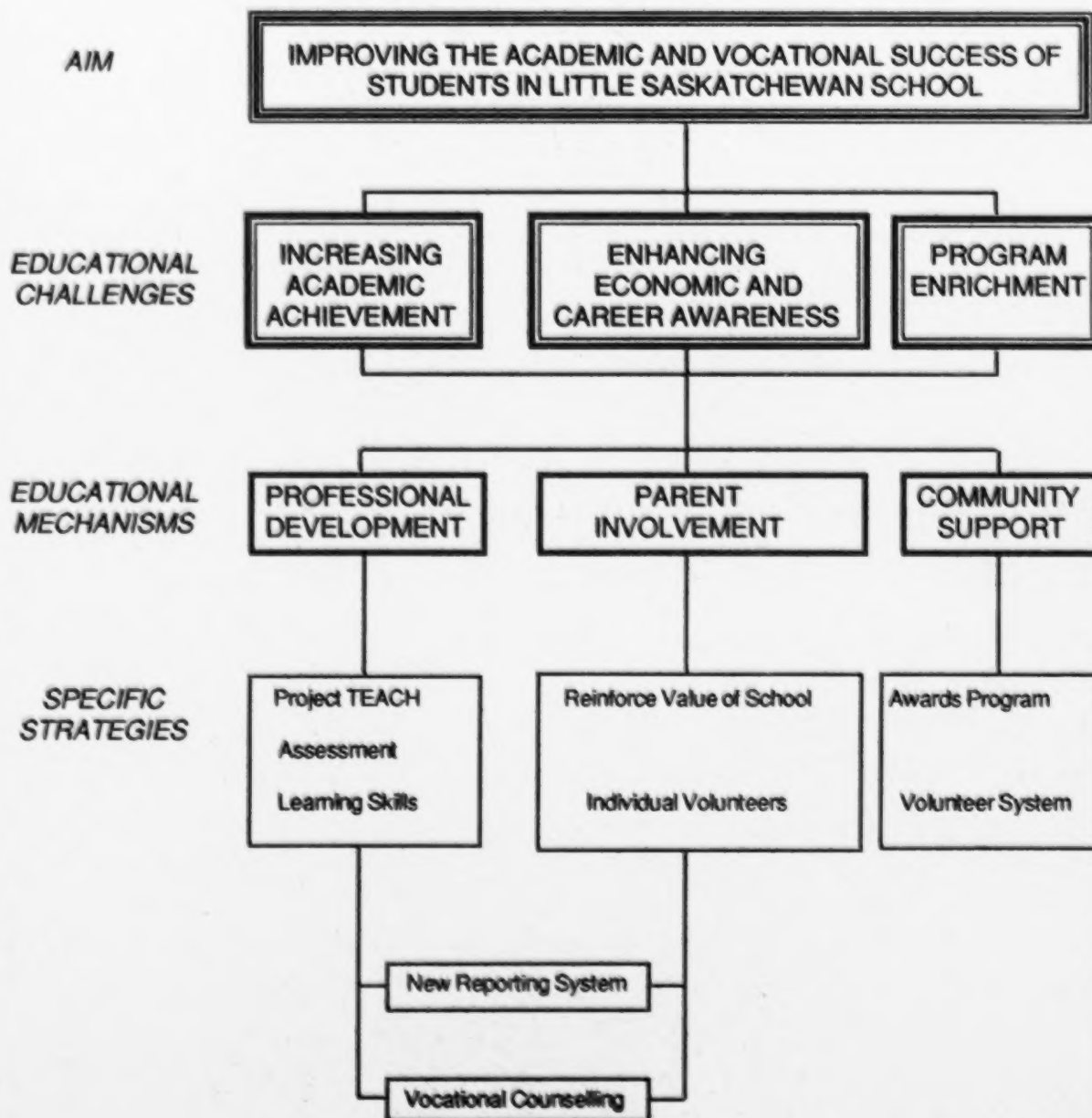
We also know that there are many talented musicians in the community. There are many ways people can participate in music, many ways they can be taught to perform. While formal training which teaches students to read notes as well as enjoy music is to be preferred, limited resources may make it impossible to develop a professional music program in the school; volunteers could make an important contribution in this area.

Many government departments are also willing to help with special programs. They may even offer grants to establish clubs and encourage cultural activities.

One of these deserves special mention. Through its Department of Agriculture, the government of Manitoba offers assistance in organizing 4-H Clubs. The clubs sponsor a wide range of recreational and learning activities for their members--calf, grain, horse, seed, garden, dance, and sewing activities, to name only a few. We recommend that the Chief and Council invite a 4-H specialist to the community to speak about these activities. We are certain that some would be of benefit, and that the young people would enjoy them.



A FRAMEWORK FOR EDUCATIONAL DEVELOPMENT IN LITTLE SASKATCHEWAN SCHOOL



THANKS

We appreciate the help we received while we worked on this evaluation.

Parents, teachers, the school committee and students were most cooperative.

They were also willing to speak openly about the strengths and weaknesses of the school.

This openness is unusual, but indicates a real desire for educational improvement.

We also thank Chief Clifford Shorting for asking us to do this work.

We hope that the ideas contained in this report will lead to discussions and actions to enhance the quality of education in Little Saskatchewan School.



LITTLE SASKATCHEWAN INDIAN RESERVE
ST. MARTIN, MANITOBA R0C 2T0